A STUDY ON IMPACT OF NON-ACADEMIC TASKS AND EMOTIONAL LABOR ON PSYCHOSOCIAL COMPETENCE OF FACULTY MEMBERS IN HIGHER EDUCATION INSTITUTIONS

SHORT SYNOPSIS

Submitted in partial fulfilment of the requirements of the degree of

DOCTOR OF PHILOSOPHY

by

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Date: 09-04-2026

DECLARATION BY THE SCHOLAR

I hereby declare that the short synopsis entitled "**A Study on Impact of Non-academic tasks and Emotional labor on Psychosocial Competence of faculty members in Higher Education Institutions**" is being submitted in partial fulfilment of the requirements for the degree of Doctor of Philosophy in the Department of Business under the School of Business of Manav Rachna University, Faridabad, during the academic year 2025-2026.

It is the work that is expected to be carried out under the supervision of Dr. Akanchha Singh. Further, it is declared that the short synopsis is within the plagiarism limit, and a copy of the same is attached as per the University norms.

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CERTIFICATE BY SUPERVISOR

This is to certify that the short synopsis entitled "**A Study on Impact of Non-academic tasks and Emotional labor on Psychosocial Competence of faculty members in Higher Education Institutions**" an original piece of work done by research scholar Nisha Rani under the supervision of Dr. Akanchha Singh for the degree of Doctor of Philosophy in the Department of Business under the School of Business of Manav Rachna University, Faridabad, during the academic year 2025-26.

Further, it is certified that the short synopsis is within the plagiarism limit, and a copy of the same is attached as per the University norms.

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ABSTRACT

In recent years, in addition to their primary teaching duties, faculty members at Higher Education Institutions have seen a notable rise in non-academic jobs or responsibilities. These extra responsibilities often call for long-term emotional control, resulting in emotional labor that may have an impact on faculty members' psychosocial competency. This study looks at how emotional labor and non-academic activities affect faculty members' psychosocial competency at Haryana's higher education institutions. The study looks at psychosocial competence in terms of emotional and social competencies and concentrates on important areas of emotional work.

A mixed quantitative and qualitative research design is employed, using standardised and adapted measurement scales to collect data from faculty members across selected institutions in Haryana. Statistical techniques are applied to analyse the relationships and predictive effects among non-academic tasks, emotional labor, psychosocial competence and faculty burnout.

The findings of the study are expected to provide empirical evidence on how increasing non-academic workload influences faculty members' emotional regulation strategies and psychosocial functioning. The consequences may contribute to theory by extending emotional labor research to Higher Education and to exercise by updating institutional policies. Overall, the study highlights the importance of balanced institutional demands in fostering faculty effectiveness and psychosocial competence.

KEYWORDS: - *Non-academic tasks, Emotional labor, and Psychosocial competence, faculty*

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1. INTRODUCTION

The education system plays a pivotal role in shaping the growth, intellectual competence and inclusive development of learners and educationalists. Higher education performs various roles, such as a center of academic education and a societal organization. In these institutions, faculty members perform multiple roles like teaching, mentoring, administration, research, and institutional service.

The education system comprises various teaching methods, practices, administrative structure and policies designed to provide support, development and learning. Higher education is the foundation stone of a student's life. And a teacher is privileged to lay this foundation. A teacher is someone who moulds a student's entire life and leads them toward success.

According to All India Survey on Higher Education (AISHE) 2021-22, the total teaching faculty in Higher education institutions in Haryana is 40974 (aishe.gov.in Table 22 for state/post-wise teachers), including male and female faculty members, professors, associate professors, assistant professors, and temporary faculty. As per the report of ASHE (Annual Status of Higher Education) and Census 2011, the literacy rate is 75.6%. The Pupil Teacher Ratio (PTR) in Haryana is 22, and the number of teachers per college is 28.9. According to the Census of India 2011, the district-level literacy data in Haryana shows significant regional differences. Gurugram has the highest literacy rate (84.7%), whereas Nuh district records the lowest literacy rate (around 54%), representing uneven educational development across the state. According to AISHE 2021–22, the maximum number of higher education institutions is in Gurugram, Rohtak, and Hisar districts, and the least number of higher education institutions is in Nuh district. Teachers working in these institutions perform all the responsibilities guided by UGC norms and institutional regulations.

Even though it is found out from reports that there is a shortage of faculty members as well as principals in higher education institutions in Haryana. The required faculties are more than the present teaching faculties. Now the question has arisen who is going to fill the gap of required work for running the institutions. And the answer is those teaching faculties who are present and already doing work in these institutions. Due to extra work and duties & responsibilities, they may feel overburdened. Because they need to complete all the duties in a given fixed time period. which may cause their burnout while working, and also having problems managing their emotions at the workplace. It is also highlighted that teachers are diverted to non-academic roles, reducing classroom time by 20-30%.

The responsibilities of faculty members of higher education as teachers are to teach their students in the best possible way. But nowadays, the role of Higher education teaching staff in the contemporary educational system has evolved significantly, expanding far beyond traditional instructional duties. Teachers are today expected to fulfil numerous non-academic tasks, such as documentation, administrative reporting, data entry, participation in committees, coordination of extracurricular activities, event management, and compliance with institutional and governmental regulations and so on.

Non-academic tasks are responsibilities given to teachers outside their core teaching role. These activities do not involve subject instruction, lesson planning, or direct academic guidance, yet teachers are required to perform them as part of institutional functioning. While these tasks are essential for institutional efficiency, their increasing volume often intrudes upon teachers' instructional time and contributes to a growing workload burden.

Faculty members of the education system are engaging in non-academic tasks due to a combination of various constraints like institutional administrative requirements such as admission work, documentation, reporting, policy and regulatory compliance such as audit, quality assurance activities, staff shortage like clerical, managerial function, institutional culture like mentoring, student support, committee participation, accountability & performance metrics such as ranking, accreditation, accountability, student support and welfare expectation like handle counselling, grievance redressal, career guidance. All of these activities are beyond the teaching of core areas.

Teaching is fundamentally an emotionally rigorous profession. Faculty of teaching engrossed in constant emotional labor, which involves regulating and managing their emotions to comply with their professional expectations like such as demonstrating patience during conflicts, or projecting enthusiasm in the classroom, providing emotional support to students, or dealing with different challenges. It is even quite difficult to deal with all the above challenges when there is little support from institutions.

Together, these non-academic demands and emotional labor requirements have profound implications for teachers' psychosocial competence, a multidimensional construct encompassing emotional intelligence, stress management skills, interpersonal communication abilities, resilience, and adaptive coping strategies. Psychosocial competence enables effective decision-making and makes sound decisions. When institutional pressures intensify, teachers' psychosocial resources may become strained, ultimately affecting not only their

personal well-being but also their professional performance, classroom climate, and student outcomes.

Psychosocial competence represents a collection of essential abilities that enable people to effectively manage their thoughts, feelings, behaviours, and social relationships. These competences, which reside at the intersection of cognitive, emotional, and social skills, enable people to overcome obstacles, make informed decisions, collaborate with others, and maintain their own well-being. Teaching as a core job is distracted by various other tasks, which in turn affect the competencies of faculty members of the education system(Nasir et al., 2019). Teachers are struggling to manage academic as well as non-academic responsibilities, and also their personal lives. Also, these responsibilities are an addition to their occupational burnout(Vyas & Gupta, 2023).

Emotional labor has a relationship with emotional expression, either positively or negatively(Mahoney et al., 2011). Teachers forced to feel the emotions which are required by their profession (teaching), because emotional labor is advantageous for the institutions(Şener, 2014). It will lead to psychosocial draining and emotional labor may manifest as emotional exhaustion, reduced job satisfaction or burnout. Researchers throughout the world are looking at the underlying elements that impact teacher effectiveness and mental health due to concerns about teacher well-being, retention, and professional identity. Educator resignations, absences, and falling morale are significantly impacted by the combined burden of administrative work and emotional demands in numerous circumstances.

It is particularly important to fully understand how these elements influence psychosocial competency in educational institutions that are undergoing quick changes, growing expectations for accountability, and expanding student diversity.

This study has raised concerns about the sustainability of faculty members' of education institutions professional roles in educational institutions and the implications for their overall well-being. The study focuses on higher education faculty and examines how non-academic tasks and emotional labor influence the psychosocial competence of faculty members of higher education institutions in Haryana. The study emphasises faculty members across selected colleges and universities, considering their involvement in both teaching and non-teaching tasks within the institution.

2. REVIEW OF LITERATURE

The keywords were used to look through the published literature, and the results were evaluated.

2.1 HIGHER EDUCATION:

India's higher education system is a significant contributor to the nation's prosperity and a promising future. The whole system depends on education; if the education provided is excellent, the nation's future is also ahead of other nations. India's higher education institutional framework comprises universities and institutions. The quality of the higher education sector relies on accreditation agencies, i.e. National Assessment and Accreditation Council (NAAC), National Board of Accreditation (NBA), and Accreditation Board (AB). Higher education assurance about the quality of education, research & development and other pivotal activities also(Gupta et al., 2012). Higher education contributes to overall development (industrial, social, and economic). The inclusion of central, state, deemed, and private universities, as well as colleges, provides diversify education. Higher education also faces various challenges, such as inadequate infrastructure, quality of research, and faculty shortage. The government started different schemes to clear all the obstacles in the progress pathways(Kamala & Kamalakar, 2020). According to the Directorate of Haryana Education 2026, the numbering of higher education institutions follows.

Table 1.

Type of institution	Total
Govt. College	186
Aided College	96
Private College	94
State university	10
Private University	25

This table 1. Shows that the higher education institutions in Haryana are divided into various categories. There are several government colleges, aided and private colleges, as well as state and private universities. This institution comprises professors, associate professors, assistant professors, lecturers, and other guest faculty.

As time passes no. of higher education institutions has increased. Haryana had started with 54 colleges and 1 university in 1966. But at present the numbers have been increased. The state grows and develops as a result of the growing number of educational institutions(Kumari, 2025). The educational development shows significant variances. Some areas show a high level of development, like Gurugram, while others show lagging, like Mewat. For more development, various strategies are compiled, such as strengthening rural education, integrating computer literacy, enhancing teachers' training, expanding scholarships, and educating parents(Ahmad, 2023).

2.2 NON-ACADEMIC TASKS:

Non-academic tasks are those tasks or responsibilities which are beyond the core teaching job. They are not directly related to the teaching-specific area. But these tasks help the organization or institutions run smoothly. The purpose of these tasks or duties is to manage administration, support academic work indirectly, build the discipline leadership and ensure the smooth functioning of an institution. Non-academic tasks are vital responsibilities to support the institutions, but they are not part of direct teaching or studying. Teachers are burdened with more non-academic responsibilities than teaching responsibilities. They often perform various tasks outside of the classrooms at the same time, with more dedication, as the functions need to be completed within a stipulated time period. Due to this pressure, they struggle to manage both academic & non-academic responsibilities and also struggle with their personal lives(Vyas & Gupta, 2023). The quality of learning is possible only if the faculty spend more time on teaching and make learning convenient for students in an effective way. But at present, teachers are also assigned the clerical tasks, administration duties, fee collection, and other official duties. Due to this, teachers are more involved in non-academic duties and spend more time on papers. Teachers are unable to complete their syllabus on time as they are busy with other tasks. These duties divert the attention of faculty from their main objectives(Nasreen, 2019). The expectation from teachers is to provide quality education in the classrooms. Quality teaching is mandatory for providing values to learners so that they can overcome any kind of problem or difficulty in their lives. But nowadays, this is not a single task for teachers that they need to complete. Teachers are assigned admission work, NSS work, cultural duties, sports activities, and extracurricular activities. This will lead to not giving enough time to students for learning. It will also cause occupational burnout and various stress-related health issues(Kulal et al., 2023).

Due to non-academic responsibilities, teachers' dissatisfaction increases, and it will also affect their performance(Vyas & Gupta, 2023). These duties are not performed by staying in the classrooms like duties in an election, census, etc.; these non-academic duties have a detrimental effect on the performances of both teachers and students. If the teachers are not satisfied with their performances, it may lead to job dissatisfaction and stress(Yousaf et al., 2021). Non-academic work is also a requirement of institutions, which teachers need to perform, but these additional duties increase the pressure on faculty members. Teachers are heavily engaged in non-academic work like documentation, clerical duties, etc., which are not directly related to the teaching area. Non-academic work increases role conflict, stress, burnout, and work overload, which may lead to reduced professional dissatisfaction and emotional labor(Gulbrandsen & Thune, 2017). At present, educational institutions are mainly focused on certification, their rankings, grades, auditing, etc., because the quality of teaching has become less important for organizations. And as teachers are fully engaged in these activities, their performance in teaching is not, which is what learners require(Rahman, 2024). Duties are given to faculties, and they can't deny performing them as they are bound by the institutions. Administrative work, internal/external committee and community services are also performed by teaching faculty, which are beyond the teaching area. Besides, teachers also need to focus on academic works, research & publication, consultation projects, etc., but due to non-academic tasks, their research area also faces some difficulties, as teachers are too busy to complete those activities(Nasir et al., 2019).

2.3 EMOTIONAL LABOR:

Emotional labor refers to managing, regulating and executing emotions as they are a part of a profession. Emotional labor means presenting the emotions at the workplace which are already predicted and required, even if they don't relate to what the person actually wants to show. According to Hochschild (1983), the faculty of colleges is one of the most professional fields that encompasses an enormous amount of emotional labor. Teachers always deal with emotional labor in all situations, like how they manage their emotions in heated arguments, discussions, handling students' grief, and discomfort. Emotional labor of faculty also exists inside as well as outside of the classrooms. Due to this, it contributes to inequality and burnout. Emotional labor is valuable and also costly(Miller et al., n.d.). The emotional labor study two main strategies, i.e. deep and surface acting. When outer emotional expression changes, that is surface acting, and when this causes a change in inner feelings to bring the required emotions through past expression. Both of these strategies reflect emotional

regulation approaches developed by the TELS (Teacher Emotional Labor Scale). TELS were based on 4 dimensions: 1) surface acting, 2) deep acting, 3) automatic emotion regulation, and 4) emotional deviance(Çukur, 2009a).

Faculty members perform self-directed and other-directed emotional labor. Self-directed emotional labor describes how faculty members changed their behaviour & feelings in front of their students, and other-directed emotional labor accomplishes the feelings of equals & management(Berheide et al., 2022). Emotional labour has both positive and negative effects on institutions and faculty members. The requirement for emotional labour among faculty members needs to be high, as teachers are always under emotional labour. Emotional labor includes components like surface acting, deep acting, and genuine emotions(Tösten & Şahin, 2017). Surface acting is different from emotions that an individual feels from the inside. There is a difference in facial expression, gestures, and voice. Deep acting is the honest emotions of a person which are expected to come. Genuine emotions naturally express behaviour by the person.

Emotional labor is related to emotional fatigue and job satisfaction. Emotions are fake and suppressed, related to emotional exhaustion. Studies found that emotional labor has a positive and a negative relationship with job satisfaction(Mahoney et al., 2011). Various academic functions are analysed in emotional labor. Faculty must entertain, motivate & engage with students. Even outside of teaching, emotional labor is present in student counselling, providing support during difficult times. Although it has been found that emotional labor is more prevalent among females than among males. They face a higher emotional cost(Bellas, 1999).

2.4 PSYCHOSOCIAL COMPETENCE:

The term "psychosocial competence" represents a collection of vital abilities that enable people to effectively manage their thoughts, feelings, behaviours, and social relationships. These competences, which reside at the interface of cognitive, emotional, and social skills, allow people to overcome difficulties, make thoughtful decisions, collaborate with others, and maintain their own well-being. Psychosocial competence addresses both cognitive and emotional elements in addition to behavior and attitude. They support people in navigating social connections, controlling their emotions, handling stress, and resolving obstacles(Safer et al., 2025). Psychosocial competence focuses more on strength, resource development, which supports the well-being & accountability functioning. It includes various aspects like

emotional competence (awareness, regulation of emotions), social competence (communication, empathy, relationship building), cognitive competence (critical thinking, decision-making), behaviour competence (self-control, goal-directed actions), moral competence, self-efficacy, resilience, etc. (Shek & Sun, 2012). Individual psychosocial functioning, mental well-being and therapeutic benefit all depend on psychosocial competency. It is shaped by life experience, responsibility, influenced by organization, education, social context and strengthened through a supportive environment(Tyler & Gatz, 1977).

Comprises various functional systems of knowledge, abilities, values, and attitudes that permit faculty to communicate effectively, regulate emotions and manage social interactions & perceived as successful in meeting professional demands(Dumitriu & Dumitriu, 2011). Values of psychosocial competence are protective and empowering capacities that enable individuals to deal with life's challenges. It is not only about having a focus on preventing problems and hurdles. The vital role of psychosocial competence in mental health acts as a protective factor against mental disorder and the determination of positive mental health. As a prevention tool, it plays a role at the level of universal and selective levels(Lamboy et al., 2022).

2.5 NON-ACADEMIC TASKS RELATED TO PSYCHOSOCIAL COMPETENCE:

Study shows there is a relationship between non-academic tasks and psychosocial competence. If faculty members perform more functions that are non-academic in nature, they may face concentration, emotional balance, and harmony issues related to work-life problems. Although indulging in their tasks may increase communication and relationship building, in the end, they face a more harmful impact on psychosocial competence(Rahman, 2024). Teaching quality is also affected by non-academic responsibilities. Because they need to complete this in a fixed time period. These non-academic responsibilities diminished the psychosocial competence, mainly related to emotional resilience & social functioning(Kulal et al., 2023). These non-academic responsibilities/duties divert the attention of teachers from their main core area, i.e., teaching. It will lead to job dissatisfaction, frustration, psychosocial stress, and even faculty may experience emotional fatigue, a reduction in self-efficacy(Nasreen, 2019). The stress affects the emotional regulation, social cognition & psychosocial competence, impairing related to well-being and management of stress(Awang

et al., 2021). If the institution/ organization supports the psychosocial competence of faculty members, it can help them cope with the stress and burnout of teachers(Karim et al., 2025).

2.6 EMOTIONAL LABOR RELATED TO PSYCHOSOCIAL COMPETENCE:

Shows faculty members' emotional exhaustion, and the environment of the class is always influenced by their emotional labor strategies. The psychosocial competence of teachers manages emotions, handles stress & maintains relationships(Ma et al., 2023). Even the study shows that emotional, social & psychological growth is a holistic approach. If teachers have adaptive emotional labor skills, i.e. emotional awareness, empathy, can have good interpersonal competence, better resilience and a very high self-efficacy. If they lack, they may face emotional overload, also reducing their psychosocial functioning(Çukur, 2009). As a teacher, there is a constant need for the management of emotions. Teaching as a profession always demands empathy, social sensitivity, and emotional self-control. And psychosocial competence includes core components of social skills, emotional intelligence, and motivation(Şener, 2014).

At the surface acting in emotional labor, faculty face burnout and high stress, and have low psychosocial competence. And there is job satisfaction in the deep acting aspect of high psychosocial competence(Tösten & Şahin, 2017). Emotional labour has a significant impact on the emotional exhaustion and job satisfaction of faculty members. And due to this, psychosocial competence is reflected through the ability to maintain professional relationships, the ability to deal with emotional demands, and motivation(Mahoney et al., 2011).

2.7 FACULTY BURNOUT MEDIATES THE RELATIONSHIP BETWEEN NON-ACADEMIC TASKS, EMOTIONAL LABOR AND PSYCHOSOCIAL COMPETENCE:

2.7.1 NON-ACADEMIC TASKS, EMOTIONAL LABOR AND FACULTY BURNOUT:

Conducted a study in various colleges and universities of Mumbai, Maharashtra, to show the juggling of faculty members between the academic and non-academic responsibilities, and it was found that non-academic tasks are conducive to occupational burnout, dissatisfaction in the job, because due to non-academic tasks teaching quality also gets affected, which in turn makes teachers today more vulnerable to a range of stress-related health problems(Vyas & Gupta, 2023). Observed that in higher education, the teaching quality is influenced by the

non-academic responsibilities. Due to these duties, faculty are not even getting enough time to complete their academic duties. They face many problems in creating a balance between academic and non-academic tasks. Also, they personally get affected. This will all lead to burnout and various stress-related problems(Kulal et al., 2023) .

Examined that teachers are occupied most of the time in other activities compared to teaching. Faculty members need to complete all the academic workload and administrative work. There is a necessity to spend more time on paperwork for the accomplishment of all these duties. It is also found that all the non-academic tasks are given by older staff rather than younger colleagues. Younger staff are busy with research and other work(Nasir et al., 2019). Emphasised that emotional labor has various components like surface acting, deep acting, genuine expression, etc. Teachers need to manage all these emotions at the workplace, even in their personal lives. This confusion of emotions may create pressure on faculty and lead to burnout and a stressful environment around teachers(Çukur, 2009) .

2.7.2 PSYCHOSOCIAL COMPETENCE AND FACULTY BURNOUT:

Investigated that pre-service teachers have both high and low psychosocial competence. If they have higher competence, they reported better emotional balance and stress management. With lower competence, they face burnout and anxiety(Pankaj Verma, 2025). Discovered with the help of data collected from teachers, that situations like stress and burnout have a significant effect on the quality of life of individuals. It is also found that if teachers are satisfied, they may contribute more towards students' development. If teachers face burnout and display negative attitudes towards students, and the environment of students is also negative(Beceren & Ozdemir, 2020).

Explained that to achieve higher psychosocial competence organization provides training sessions for the development of specific competence, interaction among faculty so they work directly, experientially and personally. If this session has successful results, faculty may not feel stress, and there is no occupational burnout(Dumitriu & Dumitriu, 2011). Psychosocial competence plays a role in both the prevention & promotion of mental health. Competence related to self-control, self-awareness and decision-making. These are related to the emotions & stress management of faculty members(Lamboy et al., 2022).

3. PROBLEM STATEMENT

A STUDY ON IMPACT OF NON-ACADEMIC TASKS AND EMOTIONAL LABOR ON PSYCHOSOCIAL COMPETENCE OF FACULTY MEMBERS IN HIGHER EDUCATION INSTITUTIONS

4. OBJECTIVES OF THE STUDY

1. To investigate the non-academic tasks performed by the faculty members of the Higher Education Institutions of Haryana.
2. To study the emotional labor among the faculty members of the Higher Education Institutions of Haryana.
3. To study the impact of Non-academic tasks on the psychosocial competence of the faculty members of the Higher Education Institutions of Haryana.
4. To study the impact of Emotional labor on the psychosocial competence of the faculty members of the Higher Education Institutions of Haryana.
5. To examine the mediating role of faculty burnout in the relationship between non-academic tasks, emotional labor and psychosocial competence.

5. HYPOTHESES

The hypotheses of the research study are as follows:

H1: There is a significant correlation between psychosocial competence and emotional labor of faculty members of higher education institutions of Haryana.

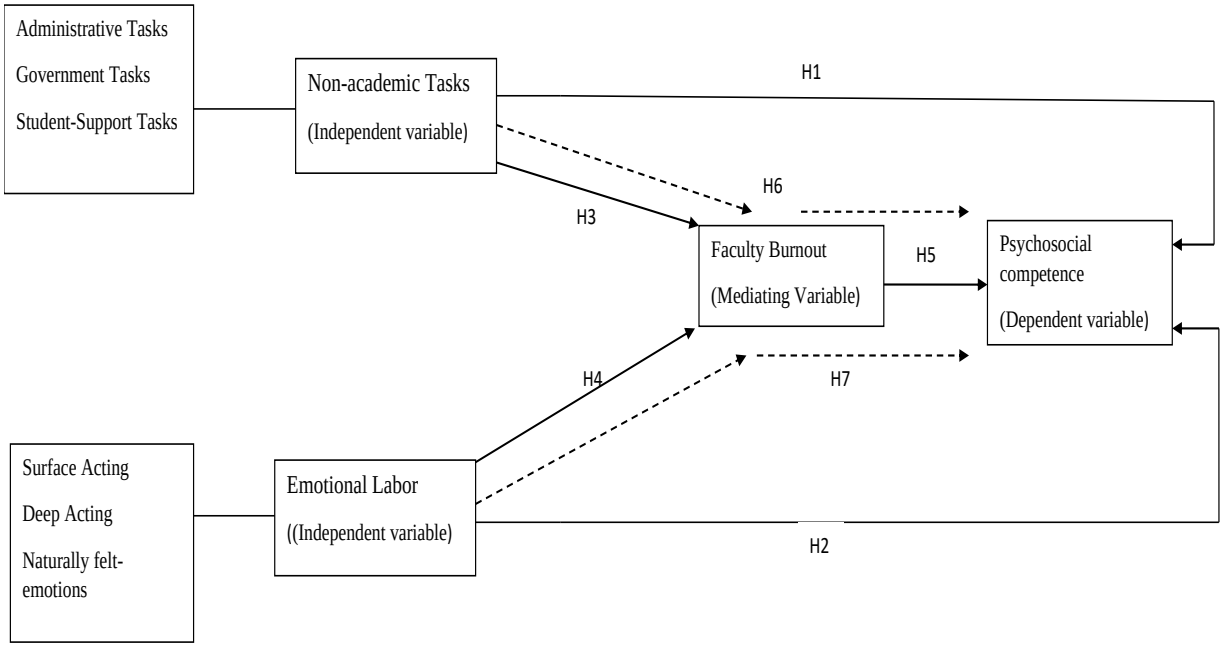
H2: There is a significant relationship between non-academic tasks and the psychosocial competence of faculty members of higher education institutions of Haryana.

H3: Faculty burnout mediates the relationship with the emotional labor of faculty members of higher education institutions of Haryana.

H4: There is a significant correlation between faculty burnout and non-academic tasks of faculty members of higher education institutions of Haryana.

H5: There is a significant relationship between psychosocial competence and faculty burnout.

6. CONCEPTUAL RESEARCH MODEL



7. RESEARCH DESIGN AND RESEARCH METHODOLOGY

7.1 VARIABLES OF THE RESEARCH STUDY

A.) Independent Variable:

1. NON-ACADEMIC TASKS

Sub Variables are as follows:

a) Administrative tasks
b) Government tasks
c) Student-support tasks

2. EMOTIONAL LABOR

Sub Variables are as follows:

a) Surface Acting
b) Deep Acting
c) Naturally felt emotions

B.) Dependent Variable: Psychosocial Competence

C.) Mediating Variable: Faculty Burnout

7.2 OPERATIONAL DEFINITION:

1. **EMOTIONAL LABOR**: Emotional labor involves faking or suppressing emotions to adapt to the emotional expression of an individual. It also includes how an individual manages their emotions while interacting with other people, e.g., organizations, colleagues, etc.(Grandey, 2000).

   The theme of emotional labor is captured using various dimensions. These are termed as follows:

   a.) **SURFACE ACTING**: - Surface acting refers to the regulation and management of individual emotional expressions without altering one's actual emotional state. Employees often pretend, suppress, or fake emotions to conform to organizational display rules, even when those emotions are not genuinely felt(Morris & Feldman, 1996).

   b.) **DEEP ACTING**: -Deep acting is an attentive form of emotion directive that affects the awareness and processing of emotional prompts at the inception of an emotion(Hülsheger & Schewe, 2011).

   c.) **NATURALLY FELT EMOTIONS:-** Naturally felt emotions are those which an individual actually feels and experiences at the workplace without any kind of effort or regulations(Brotheridge & Grandey, 2002).

2. **PSYCHOSOCIAL COMPETENCE**: Psychosocial competence refers to various interrelated capacities that enable individuals to function effectively, adjust to various environments, and achieve success within a specific performance(Holt & Dunn, 2004).
3. **NON-ACADEMIC TASKS**: Non-academic tasks are those responsibilities which are not directly related to the teaching and learning area. They are beyond the teaching. These are additional duties which are given by institutions to their faculty members, which will need to be completed in a stipulated time period for the smooth functioning of the organization(Kulal et al., 2023).

4. **FACULTY BURNOUT**: Faculty burnout is defined as the emotional exhaustion, depersonalisation and reduced personal accomplishment experienced by the faculty members(Maslach & Jackson, 1981).

7.3 SAMPLING DESIGN

a.) **Sampling Frame:** The Sampling frame will consist of faculty members of higher education institutions in Haryana. Faculty responses from government and private colleges and universities of Haryana are collected via an online questionnaire.

b.) Sampling Technique: Purposive sampling will be used for the collection of data, and stratified random sampling will also be used, as the population is not homogeneous (in terms of type of institutions, designation, discipline, and experience).

c.) Sample Size: To determine the optimum sample size for the present study, Krejcie and Morgan's model is anticipated. In 1970, Robert V. Krejci and Dale W. Morgan developed the Krejcie and Morgan model for estimating sample sizes for research activities. After using the Krijice & Morgan formula, 370 samples were calculated. But it is quite a small sample for analysis. So, a 500-sample size will be taken for the future study.

7.4 COLLECTION OF DATA

The primary data gathering methodology would be a questionnaire (online). The primary data will be collected from faculty members in the Higher Education Institutions of Haryana using an online questionnaire. The data will be tabulated, analysed, and interpreted. Also, secondary data will be obtained from:

- Scholarly journals and databases
- Higher education institutions analysis reports, AISHE report, census, Directorate of Haryana, Statista, etc.
- The integration of primary and secondary data will augment the reliability and validity of the study by offering diverse viewpoints on the research issue.

7.5 RESEARCH SCALE

(a) Emotional labor: Emotional labor will be measured using the Emotional Labour Scale (ELS) developed by Brotheridge and Lee (2003). A 5-point Likert scale will be used to measure emotional labour, consisting of 8-10 items. All the items were measured on a 5-point scale ranging from 1 (strongly agree) to 5 (strongly disagree).

(b) Psychosocial competence: - Psychosocial competence will be measured using a Psychosocial Competence Scale developed by Gestsdottir and Lerner (2007). The

scale assesses cognitive, emotional, and social competencies using a 5-point Likert format, including 8-12 items. The Internal consistency is tested using Cronbach's alpha**,** and the Acceptable reliability is $\alpha \geq 0.80$.

(c) Non-academic tasks: -As no standardised scale exists to measure non-academic tasks of faculty members, the study employs a researcher-developed scale based on prior works and expert validation, with reliability established using Cronbach's alpha. Non-academic tasks will be measured using a researcher-developed 5-point Likert scale consisting of 10–12 items. All the items were measured on a 5-point scale ranging from 1 (strongly agree) to 5 (strongly disagree).

(d) Faculty burnout--- Maslach Burnout Inventory (MBI) scale Christina Maslach & Susan E. Jackson (1981) Maslach, C., & Jackson, S. E. (1981) used a 5-point Likert format, including 10-12 items.

All responses will be collected using an online questionnaire via Google Forms. Respondents will be provided with clear instructions and consent information. The Likert scale ensures quantitative measurement of emotional labor, non-academic tasks, and psychosocial competence. Participation will be voluntary and anonymous, with a projected sample size of 500 from the faculty members of higher education institutions in Haryana.

7.6 DATA ANALYSIS

Descriptive statistical analysis, including mean, median, mode, frequency, percentage, skewness, and variance, will be used to describe the basic characteristics of the collected data. The internal consistency of each scale will be assessed through reliability and validity testing, utilising techniques like Cronbach's Alpha. The SEM (Structural Equation Modelling) technique will be used. These tools will ensure that significant and statistically meaningful data patterns support the study's results.

8. EXPECTED OUTCOME OF THE STUDY

This study examines the relationship between psychosocial competence, emotional labor and non-academic tasks among faculty members of higher education institutions in Haryana. This study makes a significant theoretical and practical contribution to the field of higher education and the well-being of faculty members.

Theoretically, this study focuses on the pressure and burden of non-academic tasks performed by the faculty members in institutions. This is also related to the viewpoint towards faculty members' resilience, well-being and professional efficiency while doing non-academic tasks. It shows the impact of non-academic tasks pressure on the psychosocial competence of faculty members.

The validity of all variables is recognised by renowned measuring scales within the framework of higher education institutions. It also validates the use of a rigorous research design suitable for strengthening investigation in this domain.

Practically, this study offers an understanding for academic administrators as well as policymakers to give knowledge about balancing workload distribution, providing emotional support, and targeting to enhance psychosocial competence. This may contribute to job satisfaction, quality of teaching and create an effective organization.

This study focuses on the particular regional knowledge in Haryana by examining the impact of non-academic tasks and emotional labor on the psychosocial competence of faculty members of higher education institutions.

9. SCOPE OF THE STUDY

The study focuses on higher education faculty and examines how non-academic tasks and emotional labor influence the psychosocial competence of faculty members of higher education institutions in Haryana. The study emphasises faculty members across selected colleges and universities in the Haryana region, considering their involvement in both teaching and non-teaching tasks within the institution.

The study is specified to three core constructs: Non-academic tasks, Emotional labor, and Psychosocial competence. Non-academic tasks include duties and services, and institutional responsibilities which are beyond classroom teaching. Emotional labor is examined through its key dimensions, such as surface acting, deep acting, and the expression of naturally felt emotions. Psychosocial competence is assessed in terms of cognitive, emotional, and social competencies relevant to professional functioning.

The study employs a quantitative / mixed-methods approach, using standardised and researcher-adapted measurement tools to collect data from faculty members of higher education institutions. The scope is further delimited by the use of self-reported data, focusing on subjective experiences rather than objective workload measures. The analysis is

restricted to identifying relationships, effects, and predictive influences among the selected variables within the defined sample.

10. LIMITATIONS OF THE STUDY

The current study has limitations that should be highlighted, notwithstanding its empirical contribution and academic value. The study is limited to faculty members of particular higher education institutions in a single geographic area (Haryana), which makes it more difficult to generalise the results to other areas, kinds of institutions, or educational systems where workload distribution and organizational structures may differ. This study ignores other pertinent psychological, organizational, or environmental elements in favour of focusing only on certain aspects of emotional labor and psychosocial competency.

11.CHAPTER OUTLINE

The study is divided into five chapters as follows:

Chapters	**Topic Name**
1	Introduction
2	Literature review
3	Research Methodology
4	Results & Discussion
5	Conclusion, Implication, Limitations & Future Research Directors

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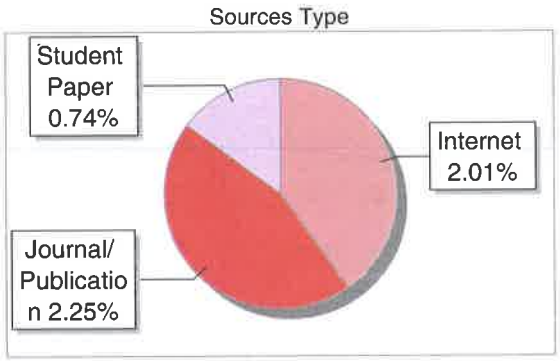

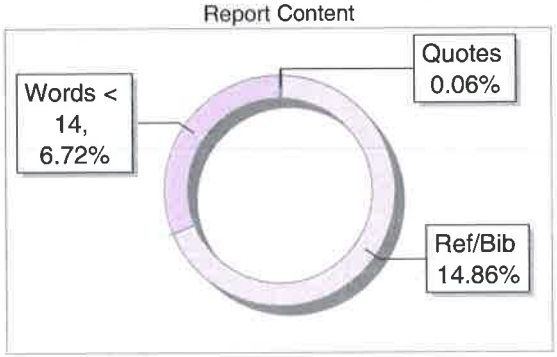

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A STUDY ON IMPACT OF NON-ACADEMIC TASKS AND EMOTIONAL LABOR ON PSYCHOSOCIAL COMPETENCE OF FACULTY MEMBERS IN HIGHER EDUCATION INSTITUTIONS

SHORT SYNOPSIS

by

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MANAV RACHNA UNIVERSITY

Year 2026

ABSTRACT

In recent years, in addition to their primary teaching duties, faculty members at Higher Education Institutions have seen a notable rise in non-academic jobs or responsibilities. These extra responsibilities often call for long-term emotional control, resulting in emotional labor that may have an impact on faculty members' psychosocial competency. This study looks at how emotional labor and non-academic activities affect faculty members'

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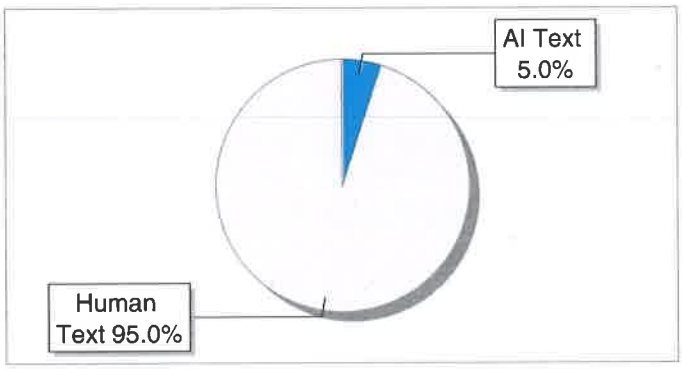

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